THE FLIP TASK ASSESSMENT

OFFICIAL EVALUATION REPORT
Date: 11/16/2026

SAMPLE REPORT · Real results from The FLiP Task, shown as an example. The student name is a stand-in.

Participant / Student Name	Marco Hidalgo	**Date of Birth / Age**	
Grade Level / Year		**Examiner / Evaluator**	Dr. Genesis Arizmendi
Dominant Household Lang.		**School Language Medium**	

CATEGORY SCORING STATISTICS (COMPLETED TASKS)

VOCABULARY	GRAMMAR	SENTENCE FORM.	FLUENCY	FUNCTIONAL EQUIV.	TOTAL SCORE
1.81/2.00	1.74/2.00	1.84/2.00	1.87/2.00	1.84/2.00	282/310

SCORE DISTRIBUTION BY CATEGORY

	0	1	2	Scores	Points
	Items at each score				
VOCABULARY 1.81/2.00 avg	0	6	25	31	**56/62**
GRAMMAR 1.74/2.00 avg	1	6	24	31	**54/62**
SENTENCE FORM. 1.84/2.00 avg	0	5	26	31	**57/62**
FLUENCY 1.87/2.00 avg	0	4	27	31	**58/62**
FUNCTIONAL EQUIV. 1.84/2.00 avg	0	5	26	31	**57/62**
ALL CATEGORIES	**1**	**26**	**128**	**155**	**282/310**

ASSESSMENT RUBRICS OVERVIEW GRID

Item #	Language	Vocab	Gram mar	Sent F.	Fluenc y	Func Eq.	Total Score (10)	Plays	Rec. Att.
1	Spanish	2	2	2	2	2	**10/10**	2	2
RECORDED TRANSCRIPTION: *"Hola, ¿te ayudo a buscar algo?"*		SCORING NOTES/SUGGESTIONS: The transcription renders the complete offer of help fluently and accurately in Spanish using natural syntax and accurate vocabulary.							
2	English	2	2	2	2	2	**10/10**	1	1

SAMPLE

Item #	Language	Vocab	Gram mar	Sent F.	Fluenc y	Func Eq.	Total Score (10)	Plays	Rec. Att.
RECORDED TRANSCRIPTION: *"Can you ask them if they have this shirt in red?"*		**SCORING NOTES/SUGGESTIONS:** The transcription presents a complete, fluent sentence that accurately captures the intended message and vocabulary.							
3	Spanish	2	1	2	1	2	**8/10**	1	1
RECORDED TRANSCRIPTION: *"Perdón, nomás tenemos en negro. ¿Quieres que, mm, que te lo ordenamos?"*		**SCORING NOTES/SUGGESTIONS:** The transcription demonstrates clear functional equivalence and accurate vocabulary. Non-standard mood selection occurs in the dependent clause ('ordenamos' for 'ordenemos'), and minor fluency disfluencies are present as a filled pause and phrase repetition.							
4	English	2	2	1	2	1	**8/10**	1	1
RECORDED TRANSCRIPTION: *"Yes, but can you ship it to her house?"*		**SCORING NOTES/SUGGESTIONS:** The transcription displays fluent speech and complete grammatical structure. A pronoun shift from the first person to the third person changes the intended destination of the shipment.							
5	Spanish	1	2	2	1	2	**8/10**	1	1
RECORDED TRANSCRIPTION: *"Sí, te lo podemos, ah, deliver a tu casa."*		**SCORING NOTES/SUGGESTIONS:** The transcription conveys the core message effectively using a blend of Spanish and English structure. A filled pause occurs mid-sentence prior to introducing the English verb 'deliver'.							
6	English	2	1	1	2	1	**7/10**	1	1
RECORDED TRANSCRIPTION: *"Call the salon and make a appointment for Maria for tomorrow."*		**SCORING NOTES/SUGGESTIONS:** The transcription accurately conveys the main instruction to call a salon and schedule an appointment for tomorrow, with minor grammatical variation in article selection ('a appointment') and an omission of the first-person beneficiary pronoun.							
7	Spanish	1	2	2	2	2	**9/10**	1	1
RECORDED TRANSCRIPTION: *"No más hay un opening hoy a las cinco."*		**SCORING NOTES/SUGGESTIONS:** The transcription successfully communicates the full intended message. It demonstrates complete sentence formulation and fluent delivery, with code-switching observed through the use of the English word 'opening'.							
8	English	2	2	2	2	2	**10/10**	1	1
RECORDED TRANSCRIPTION: *"Tell her it's okay, we go at 5:00."*		**SCORING NOTES/SUGGESTIONS:** The translation successfully conveys all key components of the message with smooth delivery and accurate vocabulary.							
9	Spanish	1	0	1	1	1	**4/10**	1	1
RECORDED TRANSCRIPTION: *"Hola. Ah, ya tiene este this paper y y give it al al doctor."*		**SCORING NOTES/SUGGESTIONS:** The transcription demonstrates inter-sentential code-switching between Spanish and English to convey a clinical instruction. The response incorporates filled pauses, repetition, and mixed-language syntactic structures to deliver the main message.							
10	English	2	1	2	2	2	**9/10**	1	1

SAMPLE

Item #	Language	Vocab	Gram mar	Sent F.	Fluenc y	Func Eq.	Total Score (10)	Plays	Rec. Att.
RECORDED TRANSCRIPTION: *"How long it's gonna take to see the doctor?"*		SCORING NOTES/SUGGESTIONS: The transcription accurately conveys the core message regarding the waiting duration to see the doctor, using precise vocabulary and fluid execution, with syntactic word order reflecting informal or non-inverted question formulation.							
11	Spanish	2	2	2	2	2	**10/10**	1	1
RECORDED TRANSCRIPTION: *"Te van a llamar en como 10 minutos."*		SCORING NOTES/SUGGESTIONS: The transcription accurately conveys the target announcement using accurate grammar, precise vocabulary, and fluent sentence structure.							
12	English	2	2	2	2	2	**10/10**	1	1
RECORDED TRANSCRIPTION: *"Tell him my head hurts a lot."*		SCORING NOTES/SUGGESTIONS: The transcription presents a complete, syntactically accurate English sentence that effectively communicates the target health message without speech disruptions.							
13	Spanish	2	2	2	2	2	**10/10**	1	1
RECORDED TRANSCRIPTION: *"¿Cuándo le empezó a doler la cabeza?"*		SCORING NOTES/SUGGESTIONS: The transcription is a fluent, grammatically complete question in Spanish that fully captures the intended message regarding the onset of a headache.							
14	English	2	2	2	2	2	**10/10**	1	1
RECORDED TRANSCRIPTION: *"It started when I hit myself with the car door."*		SCORING NOTES/SUGGESTIONS: The transcription accurately conveys the complete message using precise vocabulary and intact grammatical structures with no fluent disruptions.							
15	Spanish	1	2	2	2	2	**9/10**	1	1
RECORDED TRANSCRIPTION: *"Hola, ¿cuánto tiempo vas a estar en el town?"*		SCORING NOTES/SUGGESTIONS: The transcription demonstrates intact sentence structure, fluency, and message preservation, with code-switching observed on the final noun 'town'.							
16	English	2	2	2	2	2	**10/10**	1	1
RECORDED TRANSCRIPTION: *"I'm going to be here for three days."*		SCORING NOTES/SUGGESTIONS: The transcription presents a complete, clear, and fluent translation using accurate English vocabulary and grammar.							
17	Spanish	2	1	2	2	2	**9/10**	1	1
RECORDED TRANSCRIPTION: *"¿Qué tú va a hacer cuando tú está aquí?"*		SCORING NOTES/SUGGESTIONS: The transcription presents a functionally complete question asking about planned activities. Morphosyntactic variations include overt subject pronoun use ('qué tú') and uninflected second-person verb forms ('va', 'está'). Production is fluent without mazes or hesitations.							
18	English	2	2	2	2	2	**10/10**	1	1
RECORDED TRANSCRIPTION: *"I'm going to spend time with my family and go to the stores."*		SCORING NOTES/SUGGESTIONS: The transcription demonstrates complete sentence formulation, accurate grammar, precise vocabulary, and fluent execution that conveys the entire core message.							
19	Spanish	2	2	2	2	2	**10/10**	1	1

SAMPLE

Item #	Language	Vocab	Gram mar	Sent F.	Fluenc y	Func Eq.	Total Score (10)	Plays	Rec. Att.
RECORDED TRANSCRIPTION: *"¿Quieres pastel?"*		SCORING NOTES/SUGGESTIONS: The transcription presents a complete, fluent, and accurate Spanish translation of the announcement.							
20	English	2	2	2	2	2	**10/10**	1	1
RECORDED TRANSCRIPTION: *"Yes, please."*		SCORING NOTES/SUGGESTIONS: The transcription accurately and fluidly communicates an affirmative response using concise English vocabulary.							
21	Spanish	1	2	1	2	1	**7/10**	1	1
RECORDED TRANSCRIPTION: *"Tenemos ice cream. ¿Quieres chocolate?"*		SCORING NOTES/SUGGESTIONS: The transcription demonstrates clear syntax and fluent production in Spanish while incorporating English code-switching for the key item noun. The core message is partially conveyed, omitting the specific choice options.							
22	English	2	2	2	2	2	**10/10**	1	1
RECORDED TRANSCRIPTION: *"Only chocolate. I don't like the vanilla."*		SCORING NOTES/SUGGESTIONS: The translation accurately transfers the full meaning of the announcement into clear English with standard syntax and no fluent disruptions.							
23	English	2	2	1	2	2	**9/10**	1	1
RECORDED TRANSCRIPTION: *"Can you order a pizza with pepperoni and chicken wings?"*		SCORING NOTES/SUGGESTIONS: The translation successfully requests the pizza order and side items with clear grammar and fluent production, omitting only the size specification.							
24	Spanish	2	2	2	2	2	**10/10**	1	1
RECORDED TRANSCRIPTION: *"¿Quieres una soda grande por $2 más?"*		SCORING NOTES/SUGGESTIONS: The transcription fully captures the intended message using accurate vocabulary, correct Spanish grammar, and a clear interrogative sentence structure without speech disruptions.							
25	English	2	1	2	1	2	**8/10**	1	2
RECORDED TRANSCRIPTION: *"No, just the pizza and the wings, and um and the the I ask for the chili, the the chile and the cheese."*		SCORING NOTES/SUGGESTIONS: The child successfully communicates the core message and key items. Speech production contains mazes, including filled pauses and word repetitions, alongside a phrase revision ('the the I ask for').							
26	Spanish	2	2	2	2	2	**10/10**	1	1
RECORDED TRANSCRIPTION: *"Va a estar lista en 10 minutos."*		SCORING NOTES/SUGGESTIONS: The transcription presents a complete, fluent sentence with accurate vocabulary, correct grammatical agreement, and full preservation of the core message.							
27	Spanish	2	2	2	2	2	**10/10**	1	1
RECORDED TRANSCRIPTION: *"¿Le puedes decir a este papá que mañana los niños salen temprano?"*		SCORING NOTES/SUGGESTIONS: The transcription demonstrates complete and accurate delivery of the original announcement in Spanish, showing smooth articulation, accurate grammar, and full preservation of the core message.							

SAMPLE

Item #	Language	Vocab	Gram mar	Sent F.	Fluenc y	Func Eq.	Total Score (10)	Plays	Rec. Att.
28	English	2	1	2	2	2	**9/10**	1	1
RECORDED TRANSCRIPTION: *"Okay. What time they get out of school?"*		**SCORING NOTES/SUGGESTIONS:** The transcription successfully asks for the school dismissal time using clear English vocabulary. The utterance omits the auxiliary verb 'do' in the question formation.							
29	Spanish	2	2	2	2	2	**10/10**	1	1
RECORDED TRANSCRIPTION: *"Los niños salen a la una."*		**SCORING NOTES/SUGGESTIONS:** The transcription presents a complete, fluent Spanish sentence that fully retains the intent, grammar, and vocabulary of the video announcement.							
30	English	1	2	2	2	1	**8/10**	1	1
RECORDED TRANSCRIPTION: *"And what time does the truck leave?"*		**SCORING NOTES/SUGGESTIONS:** The child produced a fluent, grammatically correct question inquiring about departure time. The lexical choice of 'truck' instead of 'bus' slightly alters the specific referent while preserving the overall sentence frame and communicative function.							
31	Spanish	2	2	2	2	2	**10/10**	1	1
RECORDED TRANSCRIPTION: *"El camión se va a la 1:05."*		**SCORING NOTES/SUGGESTIONS:** The transcription presents a complete Spanish utterance with appropriate vocabulary, accurate grammar, and fluent delivery.							
COLUMN SCORE TALLY (TOTAL POINTS):		**56**	**54**	**57**	**58**	**57**	**282/310**	**32**	**33**

SAMPLE

DETAILED TRANSLATION ANALYSIS & CATEGORY FEEDBACK

Task 1 (Spanish Target) — 10/10

USER TRANSCRIPT

"Hola, ¿te ayudo a buscar algo?"

Video plays: 2 Recording attempts: 2

Vocab: 2/2	Grammar: 2/2	Sent F.: 2/2	Fluency: 2/2	Func Eq.: 2/2
The transcription uses precise vocabulary including 'buscar' and 'algo' to convey the search intent.	Grammatical structures are accurately formed with appropriate verb conjugation and pronoun selection.	The question structure is complete and preserves all key elements of the offer to help.	The utterance is produced smoothly without pauses, false starts, or filled pauses.	The utterance fully captures the intended communicative offer of assistance.

Clinical Assessment Comments:

"The transcription renders the complete offer of help fluently and accurately in Spanish using natural syntax and accurate vocabulary."

Task 2 (English Target) — 10/10

USER TRANSCRIPT

"Can you ask them if they have this shirt in red?"

Video plays: 1 Recording attempts: 1

Vocab: 2/2	Grammar: 2/2	Sent F.: 2/2	Fluency: 2/2	Func Eq.: 2/2
The transcription uses precise vocabulary, including appropriate nouns and prepositions to convey the request.	Syntactic structure, tense, and word order are produced accurately.	The sentence includes all key message elements to form a complete indirect request.	The utterance is produced without pauses, mazes, or false starts.	The intent to inquire about item availability in the specified color is fully preserved.

Clinical Assessment Comments:

"The transcription presents a complete, fluent sentence that accurately captures the intended message and vocabulary."

Task 3 (Spanish Target) — 8/10

USER TRANSCRIPT

"Perdón, nomás tenemos en negro. ¿Quieres que, mm, que te lo ordenamos?"

Video plays: 1 Recording attempts: 1

Vocab: 2/2	Grammar: 1/2	Sent F.: 2/2	Fluency: 1/2	Func Eq.: 2/2
The transcription uses appropriate vocabulary, including 'nomás' and 'ordenamos', to convey the core concepts accurately.	Uses the indicative form 'ordenamos' in a subordinate clause where the subjunctive mood ('ordenemos') is grammatically required following 'quieres que'.	The utterance maintains full message completeness, preserving both the statement of availability and the question offer.	The transcript includes a filled pause ('mm') and a repetition ('que... que') within the second clause.	The overall response successfully conveys the intended meaning and communicative intent of the source announcement.

Clinical Assessment Comments:

"The transcription demonstrates clear functional equivalence and accurate vocabulary. Non-standard mood selection occurs in the dependent clause ('ordenamos' for 'ordenemos'), and minor fluency disfluencies are present as a filled pause and phrase repetition."

SAMPLE

Task 4 (English Target) — 8/10

USER TRANSCRIPT

"Yes, but can you ship it to her house?"

Video plays: 1 Recording attempts: 1

Vocab: 2/2	Grammar: 2/2	Sent F.: 1/2	Fluency: 2/2	Func Eq.: 1/2
The transcript uses precise vocabulary throughout the utterance.	Grammatical structure, agreement, and word order are correct.	The key detail regarding the recipient is shifted from the speaker to a third person ('her house').	The utterance is produced without pauses, hesitations, or disfluencies.	The request asks to send the item to another person's house rather than to the speaker's home.

Clinical Assessment Comments:

"The transcription displays fluent speech and complete grammatical structure. A pronoun shift from the first person to the third person changes the intended destination of the shipment."

Task 5 (Spanish Target) — 8/10

USER TRANSCRIPT

"Sí, te lo podemos, ah, deliver a tu casa."

Video plays: 1 Recording attempts: 1

Vocab: 1/2	Grammar: 2/2	Sent F.: 2/2	Fluency: 1/2	Func Eq.: 2/2
The English verb 'deliver' is used via code-switching within an otherwise Spanish sentence structure.	Syntactic structure, object pronoun placement ('te lo podemos'), and prepositional phrase ('a tu casa') are correctly configured.	The utterance includes all key semantic elements of the message, indicating complete sentence formulation.	The transcript shows a filled pause ('ah') and a slight hesitation mid-phrase before the code-switched word.	The core intended meaning of delivering an item to a home is successfully communicated.

Clinical Assessment Comments:

"The transcription conveys the core message effectively using a blend of Spanish and English structure. A filled pause occurs mid-sentence prior to introducing the English verb 'deliver'."

Task 6 (English Target) — 7/10

USER TRANSCRIPT

"Call the salon and make a appointment for Maria for tomorrow."

Video plays: 1 Recording attempts: 1

Vocab: 2/2	Grammar: 1/2	Sent F.: 1/2	Fluency: 2/2	Func Eq.: 1/2
The transcription uses appropriate lexical items including 'salon', 'appointment', and 'tomorrow'.	The transcript shows the indefinite article 'a' used before the vowel-starting word 'appointment' ('a appointment').	The utterance omits the beneficiary pronoun ('for me'), changing 'make an appointment for me with Maria' to 'make a appointment for Maria'.	The transcription presents smooth speech production without pauses, mazes, or false starts.	The core request to schedule an appointment with a salon for tomorrow is conveyed, though the intended recipient/beneficiary of the appointment is altered.

Clinical Assessment Comments:

"The transcription accurately conveys the main instruction to call a salon and schedule an appointment for tomorrow, with minor grammatical variation in article selection ('a appointment') and an omission of the first-person beneficiary pronoun."

SAMPLE

Task 7 (Spanish Target) — 9/10

USER TRANSCRIPT

"No más hay un opening hoy a las cinco."

Video plays: 1 Recording attempts: 1

Vocab: 1/2	Grammar: 2/2	Sent F.: 2/2	Fluency: 2/2	Func Eq.: 2/2
The phrase includes the English word 'opening' within the Spanish utterance, representing code-switching.	Uses the vernacular construction 'No más hay' to express availability and demonstrates appropriate article-noun agreement with 'un opening'.	Includes all essential elements of the message, including availability, the date reference, and the specified time.	The utterance is produced smoothly without mazes, pauses, or self-corrections.	Conveys the complete core message accurately using emergent bilingual communication features.

Clinical Assessment Comments:

"The transcription successfully communicates the full intended message. It demonstrates complete sentence formulation and fluent delivery, with code-switching observed through the use of the English word 'opening'."

Task 8 (English Target) — 10/10

USER TRANSCRIPT

"Tell her it's okay, we go at 5:00."

Video plays: 1 Recording attempts: 1

Vocab: 2/2	Grammar: 2/2	Sent F.: 2/2	Fluency: 2/2	Func Eq.: 2/2
The utterance uses appropriate vocabulary including 'okay' and 'go' to convey agreement and action.	The production uses simple present tense 'we go' in place of a future marker, which is common in emergent bilingual speech.	The message includes both the directive to inform the recipient and the specific time details.	The utterance was produced smoothly without mazes, pauses, or self-corrections.	The response accurately captures both the confirmation and the scheduled time of five o'clock.

Clinical Assessment Comments:

"The translation successfully conveys all key components of the message with smooth delivery and accurate vocabulary."

Task 9 (Spanish Target) — 4/10

USER TRANSCRIPT

"Hola. Ah, ya tiene este this paper y y give it al al doctor."

Video plays: 1 Recording attempts: 1

Vocab: 1/2	Grammar: 0/2	Sent F.: 1/2	Fluency: 1/2	Func Eq.: 1/2
Includes English vocabulary ('this paper') alongside Spanish lexical items.	Switches to English verbs ('give it') and relies on an incorrect verb form ('ya tiene') for the imperative instruction.	Captures the core greeting and recipient ('al doctor') while omitting the temporal conditional clause.	Contains filled pauses ('Ah'), a false start ('this paper y y'), and word-level repetition ('al al').	Conveys the general directive to give a paper to the doctor, though key temporal details are unexpressed.

Clinical Assessment Comments:

"The transcription demonstrates inter-sentential code-switching between Spanish and English to convey a clinical instruction. The response incorporates filled pauses, repetition, and mixed-language syntactic structures to deliver the main message."

SAMPLE

Task 10 (English Target) — 9/10

USER TRANSCRIPT

"How long it's gonna take to see the doctor?"

Video plays: 1 Recording attempts: 1

Vocab: 2/2	Grammar: 1/2	Sent F.: 2/2	Fluency: 2/2	Func Eq.: 2/2
The transcription uses appropriate vocabulary such as 'see the doctor' and 'gonna take' to convey the concept of time and medical consultation.	The question uses statement word order ('it's gonna take') rather than inverted auxiliary structure ('is it gonna take') in an interrogative clause.	The sentence includes both the temporal inquiry and the primary event of seeing the doctor.	The utterance is produced smoothly without mazes, pauses, or self-corrections.	The production successfully asks about the duration of time until the doctor can be seen.

Clinical Assessment Comments:

"The transcription accurately conveys the core message regarding the waiting duration to see the doctor, using precise vocabulary and fluid execution, with syntactic word order reflecting informal or non-inverted question formulation."

Task 11 (Spanish Target) — 10/10

USER TRANSCRIPT

"Te van a llamar en como 10 minutos."

Video plays: 1 Recording attempts: 1

Vocab: 2/2	Grammar: 2/2	Sent F.: 2/2	Fluency: 2/2	Func Eq.: 2/2
Uses precise vocabulary including 'llamar' and 'minutos' to convey the message details.	Demonstrates correct verb conjugation and prepositional use in the phrase 'Te van a llamar en como 10 minutos.'	Includes all key message elements to form a complete and coherent statement.	Produced smoothly without pauses, false starts, or filled pauses.	Fully preserves the meaning and intent of the announcement.

Clinical Assessment Comments:

"The transcription accurately conveys the target announcement using accurate grammar, precise vocabulary, and fluent sentence structure."

Task 12 (English Target) — 10/10

USER TRANSCRIPT

"Tell him my head hurts a lot."

Video plays: 1 Recording attempts: 1

Vocab: 2/2	Grammar: 2/2	Sent F.: 2/2	Fluency: 2/2	Func Eq.: 2/2
The vocabulary items 'head' and 'hurts' accurately convey the specified symptoms using precise English terms.	The imperative structure 'Tell him' followed by the noun clause 'my head hurts a lot' uses accurate English syntax and verb agreement.	The utterance includes all key elements of the message, establishing both the recipient context and the specific physical complaint.	The sentence is produced smoothly without pauses, mazes, revisions, or false starts.	The utterance fully captures the intended meaning and urgency of reporting severe head pain to the provider.

Clinical Assessment Comments:

"The transcription presents a complete, syntactically accurate English sentence that effectively communicates the target health message without speech disruptions."

SAMPLE

Task 13 (Spanish Target) — 10/10

USER TRANSCRIPT

"¿Cuándo le empezó a doler la cabeza?"

Video plays: 1 Recording attempts: 1

Vocab: 2/2	Grammar: 2/2	Sent F.: 2/2	Fluency: 2/2	Func Eq.: 2/2
The target vocabulary terms for asking about the onset of a headache, including 'empiezó', 'doler', and 'cabeza', are accurately selected and used.	Verb tense, pronominal placement ('le'), and prepositional structure ('a doler') reflect accurate Spanish grammar.	The question is formulated completely with all core functional elements included.	The transcript shows a smooth, continuous utterance with no filled pauses, false starts, or hesitations.	The utterance successfully conveys the intended question regarding when the head pain started.

Clinical Assessment Comments:

"The transcription is a fluent, grammatically complete question in Spanish that fully captures the intended message regarding the onset of a headache."

Task 14 (English Target) — 10/10

USER TRANSCRIPT

"It started when I hit myself with the car door."

Video plays: 1 Recording attempts: 1

Vocab: 2/2	Grammar: 2/2	Sent F.: 2/2	Fluency: 2/2	Func Eq.: 2/2
The utterance uses precise lexical choices ('started', 'hit', 'car door') that accurately reflect the source content.	Grammatical structure, tense agreement, and pronoun use are fully accurate.	The sentence is complete and includes all essential semantic components.	The transcription displays smooth execution without filled pauses, hesitations, or mazes.	The produced message preserves the full meaning and communicative intent of the announcement.

Clinical Assessment Comments:

"The transcription accurately conveys the complete message using precise vocabulary and intact grammatical structures with no fluent disruptions."

Task 15 (Spanish Target) — 9/10

USER TRANSCRIPT

"Hola, ¿cuánto tiempo vas a estar en el town?"

Video plays: 1 Recording attempts: 1

Vocab: 1/2	Grammar: 2/2	Sent F.: 2/2	Fluency: 2/2	Func Eq.: 2/2
The English word 'town' is used within the Spanish utterance instead of 'ciudad' or 'pueblo'.	The sentence exhibits correct verbal morphology, tense selection, and prepositional phrase structure in Spanish.	The question structure is fully formed with appropriate interrogative placement and complete semantic components.	The utterance is produced smoothly without mazes, pauses, or hesitations.	The core inquiry regarding the length of a visit is fully communicated.

Clinical Assessment Comments:

"The transcription demonstrates intact sentence structure, fluency, and message preservation, with code-switching observed on the final noun 'town'."

SAMPLE

Task 16 (English Target) — 10/10

USER TRANSCRIPT

"I'm going to be here for three days."

Video plays: 1 Recording attempts: 1

Vocab: 2/2	Grammar: 2/2	Sent F.: 2/2	Fluency: 2/2	Func Eq.: 2/2
Precise vocabulary is used throughout the phrase without substitutions or omissions.	The standard future tense structure 'going to be' is accurately produced.	The sentence captures the complete message structure.	The utterance is delivered fluidly without pauses, repetitions, or false starts.	The core intended meaning of staying for three days is fully conveyed.

Clinical Assessment Comments:

"The transcription presents a complete, clear, and fluent translation using accurate English vocabulary and grammar."

Task 17 (Spanish Target) — 9/10

USER TRANSCRIPT

"¿Qué tú va a hacer cuando tú está aquí?"

Video plays: 1 Recording attempts: 1

Vocab: 2/2	Grammar: 1/2	Sent F.: 2/2	Fluency: 2/2	Func Eq.: 2/2
Appropriate Spanish vocabulary is used throughout the question, including 'qué', 'hacer', and 'aquí'.	Includes pronominal insertion ('qué tú') and verb forms that omit the final 's' for second-person singular agreement ('va', 'está').	The question structure contains all key elements to convey the core inquiry completely.	The sentence is produced continuously without pauses, restarts, or filled pauses.	The utterance successfully asks what the listener will do while present in the location.

Clinical Assessment Comments:

"The transcription presents a functionally complete question asking about planned activities. Morphosyntactic variations include overt subject pronoun use ('qué tú') and uninflected second-person verb forms ('va', 'está'). Production is fluent without mazes or hesitations."

Task 18 (English Target) — 10/10

USER TRANSCRIPT

"I'm going to spend time with my family and go to the stores."

Video plays: 1 Recording attempts: 1

Vocab: 2/2	Grammar: 2/2	Sent F.: 2/2	Fluency: 2/2	Func Eq.: 2/2
Precise and relevant vocabulary was selected throughout the utterance.	Demonstrates accurate syntax and verb tense usage.	The message includes all core components with a complete clause structure.	The transcript shows smooth delivery without mazes, pauses, or false starts.	The spoken response completely captures the intended meaning of the announcement.

Clinical Assessment Comments:

"The transcription demonstrates complete sentence formulation, accurate grammar, precise vocabulary, and fluent execution that conveys the entire core message."

SAMPLE

Task 19 (Spanish Target) — 10/10

USER TRANSCRIPT

"¿Quieres pastel?"

Video plays: 1 Recording attempts: 1

Vocab: 2/2	Grammar: 2/2	Sent F.: 2/2	Fluency: 2/2	Func Eq.: 2/2
The utterance uses standard Spanish vocabulary ('Quieres', 'pastel') to convey the message.	The transcription demonstrates correct second-person singular verb conjugation and word order.	The question structure is fully formed and complete.	The utterance is produced cleanly without recorded pauses, mazes, or disruptions.	The translation directly matches the intended communicative goal of offering cake.

Clinical Assessment Comments:

"The transcription presents a complete, fluent, and accurate Spanish translation of the announcement."

Task 20 (English Target) — 10/10

USER TRANSCRIPT

"Yes, please."

Video plays: 1 Recording attempts: 1

Vocab: 2/2	Grammar: 2/2	Sent F.: 2/2	Fluency: 2/2	Func Eq.: 2/2
The response uses precise vocabulary that conveys politeness and affirmation.	The utterance consists of grammatically correct conventional words for acceptance.	The short phrase fully expresses an affirmative response to the announcement.	The utterance is produced smoothly without pauses, hesitations, or mazes.	The transcription successfully communicates the intended affirmative response.

Clinical Assessment Comments:

"The transcription accurately and fluidly communicates an affirmative response using concise English vocabulary."

Task 21 (Spanish Target) — 7/10

USER TRANSCRIPT

"Tenemos ice cream. ¿Quieres chocolate?"

Video plays: 1 Recording attempts: 1

Vocab: 1/2	Grammar: 2/2	Sent F.: 1/2	Fluency: 2/2	Func Eq.: 1/2
The English noun 'ice cream' is substituted for Spanish vocabulary within a Spanish utterance.	Grammatical structure, subject-verb agreement, and question formation are produced accurately in Spanish.	The statement regarding availability is included alongside a question, though specific flavor options are omitted.	The utterance is produced smoothly without mazes, pauses, or self-corrections.	The main intent of offering ice cream is conveyed, but the detail asking about specific choices is incomplete.

Clinical Assessment Comments:

"The transcription demonstrates clear syntax and fluent production in Spanish while incorporating English code-switching for the key item noun. The core message is partially conveyed, omitting the specific choice options."

SAMPLE

Task 22 (English Target) — 10/10

USER TRANSCRIPT

"Only chocolate. I don't like the vanilla."

Video plays: 1 Recording attempts: 1

Vocab: 2/2	Grammar: 2/2	Sent F.: 2/2	Fluency: 2/2	Func Eq.: 2/2
The terms 'only', 'chocolate', and 'vanilla' are selected appropriately to convey the intended meaning.	The syntax features complete clauses and standard grammatical structure, including the inclusion of the definite article 'the' before 'vanilla'.	The two short sentences completely convey the primary preference and anti-preference messages.	The utterance is produced smoothly without pauses, false starts, or filled pauses.	The meaning expressed retains complete functional equivalence to the announced message.

Clinical Assessment Comments:

"The translation accurately transfers the full meaning of the announcement into clear English with standard syntax and no fluent disruptions."

Task 23 (English Target) — 9/10

USER TRANSCRIPT

"Can you order a pizza with pepperoni and chicken wings?"

Video plays: 1 Recording attempts: 1

Vocab: 2/2	Grammar: 2/2	Sent F.: 1/2	Fluency: 2/2	Func Eq.: 2/2
Appropriate vocabulary items ('order', 'pizza', 'pepperoni', 'chicken wings') are produced to name the core items.	Grammatical structure is accurate, using a correct modal question form ('Can you...') and prepositional phrase modification.	The utterance omits the size modifier 'medium' while preserving the main food items.	The utterance is produced smoothly without false starts, pauses, or hesitations.	The core request to order pizza with specified toppings and chicken wings is effectively communicated.

Clinical Assessment Comments:

"The translation successfully requests the pizza order and side items with clear grammar and fluent production, omitting only the size specification."

Task 24 (Spanish Target) — 10/10

USER TRANSCRIPT

"¿Quieres una soda grande por $2 más?"

Video plays: 1 Recording attempts: 1

Vocab: 2/2	Grammar: 2/2	Sent F.: 2/2	Fluency: 2/2	Func Eq.: 2/2
Uses precise vocabulary including 'soda grande' to convey the concept of a large drink.	Maintains correct syntactic structure, question inversion, and gender agreement throughout.	Includes all essential message elements in a complete interrogative sentence.	The utterance is produced smoothly without pauses, mazes, or false starts.	Conveys the intent of asking whether the listener wants a large soda for two dollars more.

Clinical Assessment Comments:

"The transcription fully captures the intended message using accurate vocabulary, correct Spanish grammar, and a clear interrogative sentence structure without speech disruptions."

SAMPLE

Task 25 (English Target) — 8/10

USER TRANSCRIPT

"No, just the pizza and the wings, and um and the the I ask for the chili, the the chile and the cheese."

Video plays: 1 Recording attempts: 2

Vocab: 2/2	Grammar: 1/2	Sent F.: 2/2	Fluency: 1/2	Func Eq.: 2/2
Appropriate lexical items are produced to identify the main foods and items, including 'pizza', 'wings', 'chili', and 'cheese'.	The utterance shifts into a partial structure with 'and the the I ask for', where a request structure is initiated using the first-person pronoun.	The essential elements of the message regarding the order items and the request for chili and cheese are included.	The transcript shows multiple disruptions, including filled pauses ('um') and repetitions ('and the the', 'the the chile').	The core intent to request specific food items along with chili and cheese is successfully conveyed.

Clinical Assessment Comments:

"The child successfully communicates the core message and key items. Speech production contains mazes, including filled pauses and word repetitions, alongside a phrase revision ('the the I ask for')."

Task 26 (Spanish Target) — 10/10

USER TRANSCRIPT

"Va a estar lista en 10 minutos."

Video plays: 1 Recording attempts: 1

Vocab: 2/2	Grammar: 2/2	Sent F.: 2/2	Fluency: 2/2	Func Eq.: 2/2
The utterance uses accurate lexical items to convey the message.	Grammatical structures are accurately formed, including verb conjugation and agreement.	The sentence structure is complete and captures all core message elements.	The phrase is produced fluently without hesitations, pauses, or false starts.	The produced utterance fully retains the intended meaning of the original announcement.

Clinical Assessment Comments:

"The transcription presents a complete, fluent sentence with accurate vocabulary, correct grammatical agreement, and full preservation of the core message."

Task 27 (Spanish Target) — 10/10

USER TRANSCRIPT

"¿Le puedes decir a este papá que mañana los niños salen temprano?"

Video plays: 1 Recording attempts: 1

Vocab: 2/2	Grammar: 2/2	Sent F.: 2/2	Fluency: 2/2	Func Eq.: 2/2
Precise and appropriate Spanish vocabulary is used throughout the utterance.	Correct grammatical structures, including indirect object pronouns and subject-verb agreement, are demonstrated.	The statement is completely formulated with all essential message elements preserved.	The utterance is produced smoothly without false starts, hesitations, or mazes.	The utterance fully conveys the intended core message of the announcement.

Clinical Assessment Comments:

"The transcription demonstrates complete and accurate delivery of the original announcement in Spanish, showing smooth articulation, accurate grammar, and full preservation of the core message."

SAMPLE

Task 28 (English Target) — 9/10

USER TRANSCRIPT

"Okay. What time they get out of school?"

Video plays: 1 Recording attempts: 1

Vocab: 2/2	Grammar: 1/2	Sent F.: 2/2	Fluency: 2/2	Func Eq.: 2/2
The transcript includes appropriate English vocabulary such as 'time', 'get out', and 'school' to convey the context.	Omits the auxiliary verb 'do' in the question structure 'What time they get out of school?'.	The question formulation retains the main intent regarding school departure timing.	The utterance is produced without pauses, hesitations, or self-corrections.	The core message asking about the time students leave school is fully communicated.

Clinical Assessment Comments:

"The transcription successfully asks for the school dismissal time using clear English vocabulary. The utterance omits the auxiliary verb 'do' in the question formation."

Task 29 (Spanish Target) — 10/10

USER TRANSCRIPT

"Los niños salen a la una."

Video plays: 1 Recording attempts: 1

Vocab: 2/2	Grammar: 2/2	Sent F.: 2/2	Fluency: 2/2	Func Eq.: 2/2
Uses precise and accurate Spanish vocabulary appropriate for the announcement.	Demonstrates accurate subject-verb agreement and prepositional structure.	Formulates a complete clause that preserves all key elements of the original message.	The utterance is produced smoothly without mazes, pauses, or disruptions.	Conveys the full intended meaning of the original video announcement.

Clinical Assessment Comments:

"The transcription presents a complete, fluent Spanish sentence that fully retains the intent, grammar, and vocabulary of the video announcement."

Task 30 (English Target) — 8/10

USER TRANSCRIPT

"And what time does the truck leave?"

Video plays: 1 Recording attempts: 1

Vocab: 1/2	Grammar: 2/2	Sent F.: 2/2	Fluency: 2/2	Func Eq.: 1/2
The term 'truck' is produced where 'bus' represents the specific vehicle mentioned in the announcement.	Grammatical structure is accurate, using correct auxiliary inversion ('does the truck leave') for a question format.	The question structure is fully formulated with an introductory conjunction, WH-question phrase, subject, and verb.	The transcription shows smooth speech production without mazes, pauses, or self-corrections.	The core question regarding departure time is maintained, though the vehicle type is altered from 'bus' to 'truck'.

Clinical Assessment Comments:

"The child produced a fluent, grammatically correct question inquiring about departure time. The lexical choice of 'truck' instead of 'bus' slightly alters the specific referent while preserving the overall sentence frame and communicative function."

SAMPLE

Task 31 (Spanish Target)	10/10

USER TRANSCRIPT

"El camión se va a la 1:05."

Video plays: 1 Recording attempts: 1

Vocab: 2/2	Grammar: 2/2	Sent F.: 2/2	Fluency: 2/2	Func Eq.: 2/2
Uses appropriate Spanish terminology ('el camión') to convey the vehicle.	Demonstrates correct grammatical agreement and verb form in 'El camión se va a la 1:05'.	Includes both the subject and the specific time, preserving all core elements.	Produced as a continuous utterance without pauses, restarts, or filled pauses.	Conveys the intended message completely and accurately.

Clinical Assessment Comments:

"The transcription presents a complete Spanish utterance with appropriate vocabulary, accurate grammar, and fluent delivery."

SPANISH GRAMMAR ERRORS	ENGLISH GRAMMAR ERRORS	CLINICAL NOTES
[ ] Tense	[ ] Tense	*Write clinical observation notes here...*
[ ] Gender	[ ] Gender	
[ ] Number	[ ] Number	
[ ] Non-target lang. grammar	[ ] Non-target lang. grammar	
[ ] Articles	[ ] Articles	
[ ] Prepositions	[ ] Prepositions	
[ ] Other	[ ] Other	

EXAMINER SIGNATURE & PROFESSIONAL CREDENTIALS

DATE OF ADMINISTRATION

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SAMPLE